



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 12001494  
SAU: MSAD 06  
School: Samuel D Hanson School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

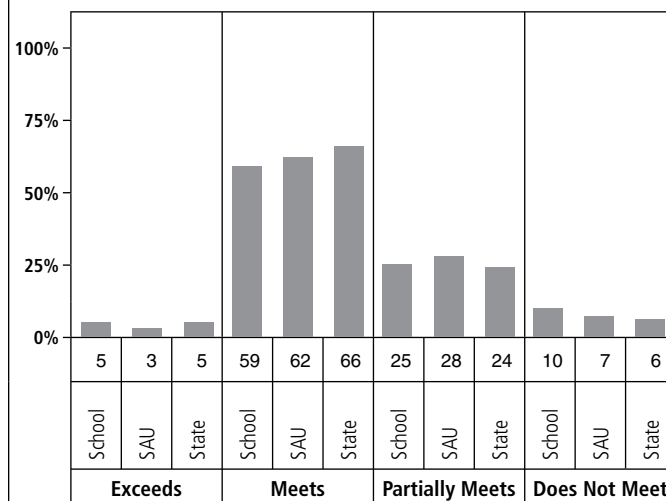
SAU: MSAD 06

School: Samuel D Hanson School

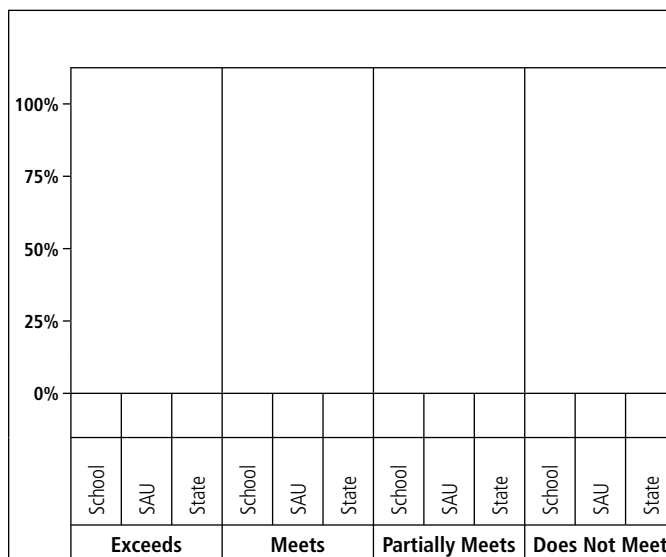
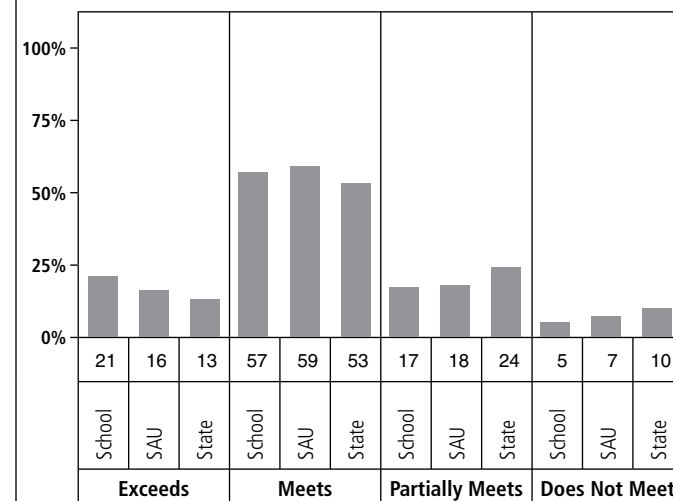
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	446	445	445
2007–2008	444	443	445
<b>2008–2009</b>	<b>445</b>	<b>445</b>	<b>446</b>
Cum. Avg.*	445	444	445
<b>Mathematics</b>			
2006–2007	446	445	445
2007–2008	447	444	445
<b>2008–2009</b>	<b>452</b>	<b>449</b>	<b>446</b>
Cum. Avg.*	448	446	445

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: MSAD 06  
School: Samuel D Hanson School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	59	100	319	100	13805	100	59	100	319	100	13737	100	58	98	317	99	13746	100						
<b>Ethnicity</b> African American/Black	2	3	5	2	419	3	2	100	5	100	410	98	2	100	5	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	0	0	1	0	229	2	0	0	1	100	223	97	0	0	1	100	227	99						
Hispanic	0	0	1	0	149	1	0	0	1	100	148	99	0	0	1	100	148	99						
Caucasian/White	57	97	312	98	12883	93	57	100	312	100	12832	100	56	98	310	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	11	19	51	16	2383	17	11	100	51	100	2366	100	11	100	50	98	2364	99						
<b>Current LEP</b>	1	2	2	1	377	3	1	100	2	100	362	96	1	100	2	100	373	99						
<b>Economically disadvantaged</b>	19	32	120	38	5819	42	19	100	120	100	5782	99	18	95	118	98	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	51	86	266	83	10439	76	49	83	263	82	10471	76						
Identified disability (PET/IEP)	3	6	7	3	351	3	3	6	6	2	367	4						
LEP	1	2	2	1	171	2	1	2	2	1	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
<b>Participation with accommodations</b>	8	14	51	16	3142	23	9	15	54	17	3138	23						
Identified disability (PET/IEP)	8	100	42	82	1860	59	8	89	44	81	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	0	0	9	18	1060	34	1	11	10	19	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	2	1	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	2	100	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	1	2	2	1	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: MSAD 06  
School: Samuel D Hanson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	1	2	7	2	507	4
	2007-2008	1	2	8	3	559	4
	<b>2008-2009</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>672</b>	<b>5</b>
	Cum. Total*	5	3	25	3	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	47	73	189	61	8749	63
	2007-2008	25	61	151	52	8308	59
	<b>2008-2009</b>	<b>35</b>	<b>59</b>	<b>196</b>	<b>62</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	107	65	536	58	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	12	19	81	26	3467	25
	2007-2008	14	34	109	37	3922	28
	<b>2008-2009</b>	<b>15</b>	<b>25</b>	<b>90</b>	<b>28</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	41	25	280	31	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	4	6	32	10	1165	8
	2007-2008	1	2	24	8	1264	9
	<b>2008-2009</b>	<b>6</b>	<b>10</b>	<b>21</b>	<b>7</b>	<b>751</b>	<b>6</b>
	Cum. Total*	11	7	77	8	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>48</b>	<b>100</b>	30.3	63.1	30.1	62.7	31.6	65.8
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>24</b>	<b>50</b>	15.2	63.3	15.4	64.2	16.1	67.1
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>24</b>	<b>50</b>	15.2	63.3	14.8	61.7	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 4

SAU: MSAD 06

School: Samuel D Hanson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	59	3	5	35	59	15	25	6	10	445	317	3	62	28	7	445	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	2										5	0	100	0	0	450	408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										1						221	9	62	22	7	447
Hispanic	0										1						146	1	64	28	6	445
Caucasian/White	57	3	5	33	58	15	26	6	11	445	310	3	61	29	6	444	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	2	18	6	55	3	27	437	49	2	29	51	18	438	2211	1	39	42	18	439
No	48	3	6	33	69	9	19	3	6	447	268	3	68	24	4	446	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	1										2						357	3	42	36	19	440
No	58	3	5	34	59	15	26	6	10	445	315	3	62	29	7	444	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	19	0	0	9	47	6	32	4	21	440	118	1	54	35	10	442	5677	2	57	32	9	443
No	40	3	8	26	65	9	23	2	5	447	199	5	66	25	5	446	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	59	3	5	35	59	15	25	6	10	445	317	3	62	28	7	445	13575	5	66	24	6	446
<b>Gender</b>																						
Female	28	2	7	17	61	7	25	2	7	446	152	5	63	27	5	446	6580	7	68	21	5	448
Male	31	1	3	18	58	8	26	4	13	443	165	1	61	30	8	443	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	21	0	0	10	48	11	52	0	0	442	100	0	41	50	9	440	2127	1	48	42	9	441
No	38	3	8	25	66	4	11	6	16	446	217	5	71	18	6	447	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	4										20	25	70	5	0	457	324	27	72	1	0	458
No	55	3	5	31	56	15	27	6	11	444	297	2	61	30	7	444	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: MSAD 06

School: Samuel D Hanson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	452	2	0	60	20	20	442	4	2	45	36	17	441
B. less than one hour	74	2	5	26	60	11	26	4	9	445	82	3	64	26	7	445	75	5	67	23	4	447
C. one to two hours	24	1	7	8	57	4	29	1	7	445	15	4	51	43	2	444	18	5	67	23	5	447
D. more than two hours	0										1	0	25	50	25	436	2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	1	6	14	82	1	6	1	6	448	32	7	74	16	3	448	40	8	71	17	4	449
B. good	56	1	3	18	56	12	38	1	3	445	48	1	58	35	6	444	45	3	66	25	5	446
C. fair	11	1	17	2	33	1	17	2	33	442	16	2	55	33	10	442	13	1	54	35	10	442
D. poor	4	0	0	1	50	1	50	0	0	441	4	0	36	45	18	438	2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	24	0	0	11	79	3	21	0	0	447	27	2	69	27	2	446	31	8	69	19	4	448
B. They match some of what I have learned.	62	3	8	21	58	9	25	3	8	445	58	4	61	28	7	445	53	4	68	23	4	447
C. They match just a little of what I have learned.	12	0	0	3	43	3	43	1	14	442	12	3	50	37	11	442	11	2	54	35	10	442
D. There is no match.	2	0	0	0	0	0	0	1	100	430	4	0	55	27	18	439	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	16	0	0	5	56	3	33	1	11	443	21	3	53	36	8	443	19	4	54	31	11	443
B. about the same as my regular schoolwork	72	3	7	25	60	11	26	3	7	446	64	3	65	26	5	445	63	6	69	22	4	447
C. easier than my regular schoolwork	12	0	0	5	71	1	14	1	14	443	14	2	60	29	9	442	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	10	0	0	3	50	1	17	2	33	439	16	0	36	44	20	438	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	52	1	3	17	57	10	33	2	7	444	54	2	64	30	4	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	38	2	9	15	68	4	18	1	5	448	30	7	70	20	4	447	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	12	0	0	7	100	0	0	0	0	449	24	3	76	17	4	447	21	8	68	19	5	448
B. 20 minutes to an hour	81	3	6	25	53	14	30	5	11	444	50	5	57	32	6	445	55	5	70	21	4	447
C. less than 20 minutes	7	0	0	3	75	1	25	0	0	448	14	0	49	42	9	441	13	2	57	33	8	443
D. I rarely read at home.	0										12	0	68	24	8	443	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	17	0	0	6	60	3	30	1	10	445	29	1	57	33	9	443	25	3	59	30	8	444
B. six to ten pages	16	0	0	5	56	3	33	1	11	442	26	1	69	28	3	445	24	4	64	26	6	445
C. eleven or more pages	67	3	8	24	62	9	23	3	8	446	45	6	60	27	7	445	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	1	100	0	0	438	33	0	0	100	0	436						
B.	0										50	0	67	33	0	447						
C.	50	0	0	1	100	0	0	0	0	452	17	0	100	0	0	452						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: MSAD 06  
School: Samuel D Hanson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	2	3	16	5	1054	8
	2007-2008	2	5	17	6	1321	9
	<b>2008-2009</b>	<b>12</b>	<b>21</b>	<b>51</b>	<b>16</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	16	10	84	9	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	40	63	177	57	7394	53
	2007-2008	24	59	153	52	7079	51
	<b>2008-2009</b>	<b>33</b>	<b>57</b>	<b>188</b>	<b>59</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	97	60	518	56	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	19	30	87	28	3729	27
	2007-2008	13	32	88	30	3955	28
	<b>2008-2009</b>	<b>10</b>	<b>17</b>	<b>56</b>	<b>18</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	42	26	231	25	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	3	5	30	10	1735	12
	2007-2008	2	5	34	12	1642	12
	<b>2008-2009</b>	<b>3</b>	<b>5</b>	<b>22</b>	<b>7</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	8	5	86	9	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	34.4	71.7	32.6	67.9	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	14.4	72.0	14.0	70.0	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.7	71.3	5.4	67.5	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	7.3	73.0	6.8	68.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	7.0	70.0	6.5	65.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 4

SAU: MSAD 06

School: Samuel D Hanson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	58	12	21	33	57	10	17	3	5	452	317	16	59	18	7	449	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	2										5	40	60	0	0	457	415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	0										1						225	22	45	20	12	448
Hispanic	0										1						147	3	58	30	10	443
Caucasian/White	56	12	21	31	55	10	18	3	5	452	310	16	59	18	7	449	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	1	9	4	36	3	27	3	27	440	50	6	42	26	26	439	2227	3	34	33	30	437
No	47	11	23	29	62	7	15	0	0	455	267	18	63	16	3	451	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	1										2						370	7	35	31	27	439
No	57	12	21	32	56	10	18	3	5	452	315	16	59	18	7	449	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	18	2	11	10	56	4	22	2	11	448	118	9	55	23	13	445	5704	6	48	30	16	442
No	40	10	25	23	58	6	15	1	3	455	199	20	62	15	4	452	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										0						6	17	33	50	0	448
No	58	12	21	33	57	10	17	3	5	452	317	16	59	18	7	449	13603	13	53	24	10	446
<b>Gender</b>																						
Female	28	3	11	19	68	4	14	2	7	450	153	14	60	16	9	448	6591	12	54	24	11	446
Male	30	9	30	14	47	6	20	1	3	455	164	18	59	19	5	450	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	21	0	0	11	52	9	43	1	5	444	100	1	50	39	10	441	2131	3	41	38	18	440
No	37	12	32	22	59	1	3	2	5	457	217	23	64	8	6	453	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	4										20	80	20	0	0	466	324	64	34	2	0	464
No	54	9	17	32	59	10	19	3	6	452	297	12	62	19	7	448	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: MSAD 06

School: Samuel D Hanson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	454	2	0	50	17	33	440	4	4	37	30	28	438
B. less than one hour	74	11	26	25	58	6	14	1	2	455	82	18	61	16	5	450	75	13	55	23	9	447
C. one to two hours	24	1	7	7	50	4	29	2	14	445	15	6	57	26	11	445	18	12	54	24	10	446
D. more than two hours	0										1	0	25	50	25	436	2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	31	7	39	10	56	0	0	1	6	459	39	29	61	7	3	455	37	22	56	16	7	451
B. good	48	5	18	14	50	8	29	1	4	450	40	11	63	20	6	448	45	9	56	25	9	446
C. fair	17	0	0	8	80	2	20	0	0	449	15	2	52	33	13	443	14	3	46	34	17	440
D. poor	3	0	0	1	50	0	0	1	50	439	6	0	39	39	22	438	3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	45	4	15	18	69	3	12	1	4	453	47	19	65	11	5	451	35	19	56	19	7	450
B. They match some of what I have learned.	48	7	25	13	46	6	21	2	7	452	43	15	53	26	7	448	51	11	56	25	8	446
C. They match just a little of what I have learned.	7	1	25	2	50	1	25	0	0	452	8	4	64	16	16	444	10	5	43	31	21	440
D. There is no match.	0										2	17	33	17	33	440	4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	9	0	0	2	40	2	40	1	20	442	12	3	47	37	13	443	17	5	44	31	20	441
B. about the same as my regular schoolwork	68	6	16	25	66	6	16	1	3	453	67	15	63	17	5	450	62	13	57	23	7	448
C. easier than my regular schoolwork	23	6	46	5	38	1	8	1	8	458	21	28	54	8	11	452	21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										3	0	50	20	30	436	7	6	36	32	27	438
B. 30–45 minutes	16	1	11	7	78	1	11	0	0	453	15	7	65	22	7	447	25	7	52	28	12	444
C. 45–60 minutes	64	8	22	22	59	5	14	2	5	453	28	22	58	13	6	451	38	14	56	22	8	448
D. more than 60 minutes	21	3	25	4	33	4	33	1	8	449	54	16	59	19	6	450	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	7	0	0	2	50	1	25	1	25	441	4	0	42	33	25	440	3	4	36	31	28	438
B. two or three days a week	45	3	12	16	62	7	27	0	0	451	19	10	62	25	3	449	12	13	51	26	10	446
C. two or three times each month	41	7	29	14	58	1	4	2	8	455	41	18	67	10	5	451	32	15	58	20	7	449
D. never or almost never	7	2	50	1	25	1	25	0	0	457	36	19	51	21	9	448	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	22	3	23	9	69	1	8	0	0	456	38	18	58	19	6	450	26	12	50	25	13	445
B. two or three days a week	34	1	5	11	55	7	35	1	5	447	35	10	61	23	6	448	32	14	57	21	7	448
C. two or three times each month	43	8	32	13	52	2	8	2	8	455	19	26	62	7	5	454	26	13	56	22	8	448
D. never or almost never	0										7	9	50	18	23	441	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	1	100	0	0	434	33	0	0	100	0	435						
B.	0										50	0	100	0	0	451						
C.	50	1	100	0	0	0	0	0	0	480	17	100	0	0	0	480						
D.	0										0											